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Office of Assessment and Accountability
1819 Capital Plaza Tower
500 Mero Street
Frankfort, KY 40601



CBP000001

TO THE PARENTS OF:



-Commonwealth of Kentucky-

SCHOOL REPORT CARD

for the 2006-2007 school year



South Oldham High School

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School Enrollment: 1052

Our School Council

Dorenda Neihof	Michael Slider
Erik Huber	Noel Gnadinger
Lori Moss	Kim Nethery

Dear Parents/Guardians: This report card for the 2006-2007 school year contains important information about our school, including the details about our academic performance, teacher qualifications, learning enviroment, and more. For a more detailed look at our school please contact us to see our Expanded Report Card.

About Our School: South Oldham High School is a comprehensive high school that serves a diverse population of students. A recognized National School of Excellence with accreditation by the Southern Association of Colleges and Schools (SACS) whose motto is "Learning is the reason for our school," SOHS offers a diverse curriculum: Advanced Placement Classes, college-prep classes, research-based instruction, and high academic standards enable all students to attain their highest level of academic performance. SOHS has shown continuous improvement in both state and national testing, ranking in the top ten among Kentucky high schools on the CATS Assessment. Extracurricular and co-curricular activities range from various clubs to twelve sanctioned sports including top-rated teams in soccer, cross-country, wrestling, and volleyball. SOHS also has acclaimed programs in choir, drama, and band.

How Our School Ensures Educational Equity: South Oldham understands in order to reach the diverse learning needs of students, we must offer diverse programs. Through programs in Exceptional Education, Gifted Education, Extended School Services, vocational opportunities, eighteen Advanced Placement Courses, thirty-two advanced/honor courses, and ACT/SAT preparatory workshops, we consistently cater to the learning styles of our diverse student population via high expectations and rigor. Throughout the year, the staff disaggregates data to ascertain areas where the school can develop a plan to assist students in reaching their goals. The Site-Based Council approves the annual Comprehensive School Improvement Plan (CSIP), receiving updates throughout the year on ways its implementation impacts the equity of our educational process.

Other Important Information About Our School

State Contest Results: KMEA All-State Band Festival: Distinguished for Concert Band and Wind Ensemble; 2 students selected for KMEA All-State Band. WKU Mark of Excellence State Competition: Best Overall Yearbook, "The Draconium"; First Place in 5 other divisions. Kentucky State Journalism Awards: 32 students recognized by the KHSJA for distinguished areas of publication. Kentucky State Newspaper Award: first in their division. Broadcast Journalism received 1st place in the state.

Extracurricular Activities: Academic Team, Band, Baseball, Basketball, Beta, Cheerleading, Choir, Cross Country, Dance, Diplomacy , Drama, FCCLA, FCA, Field Hockey, Football, French , FBLA, FEA, Golf, Lit. Club, NASH, NHS, Newspaper, Pep Band, Principal's Forum, Quill and Scroll, Science, Senior Advisory Board, Ski/Snowboard Club, Soccer, Softball, Spanish, Speech and Debate, Spirit, Stammtisch, STEP/Stomp, Student Council, Swimming, Tennis, Track, Volleyball, Wind Ensemble, Wrestling, Yearbook.

Awards & Recognitions: Two teachers earned National Board Certification. One student earned All-State in Tennis. One student earned All-State in Volleyball. One student earned All-State in Swimming. We also have among us, Ed Farrar, 2007-2008 Kentucky High School Teacher of the Year.

What We are Doing to Improve: With the implementation of our extensive technology tools and the assistance of our Literacy Coaches (reading and math), our emphasis has been to plan, implement, and assess reading and writing across the curriculum. We also have Professional Learning Communities within each department. The goal of each PLC is to continuously dissaggregate student data and discuss and share techniques for better instruction for all students.

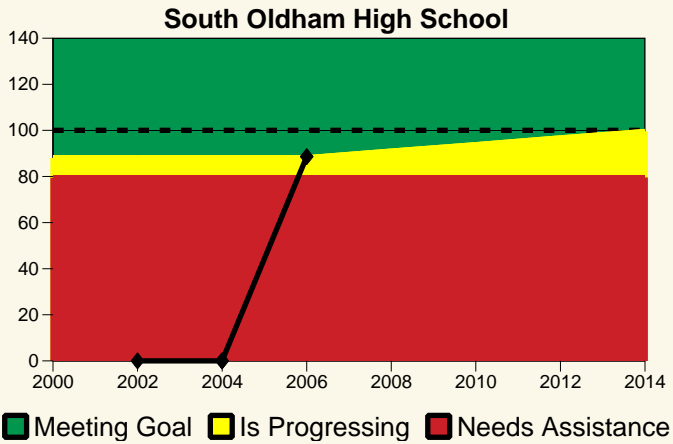
Kentucky Core Content Testing by Sub-groups: This chart shows the average test scores for student sub-populations in our school. In cases where there are not at least 10 students in each grade "NA" appears for not applicable.

Students Sub-Population	Reading		Mathematics	
	2007		2007	
	Students	Index	Students	Index
ALL Students	258	101.21	242	93.8
White	245	102.25	228	94.78
African American	5	NA	10	66.6
Asian	2	NA	NA	NA
Hispanic	4	NA	1	NA
Free/Red. Lunch	27	89.63	26	66.87
Non-Free/Red. Lunch	231	102.56	216	97.01
Limited English	2	NA	1	NA
Non-Limited English	256	101.6	241	93.59
Disability	32	79.77	24	43.83
No Disability	226	104.24	218	99.27
Male	145	95.8	117	91.84
Female	113	108.13	125	95.61
Students Excluded	0	NA	1	NA

Our school does not discriminate on the basis of race, color, national origin, religion, sex, age, or disability in employment or provision of services.

Commonwealth Accountability Testing System

Our School Growth Chart: This chart starts with our school's baseline CATS score from 2000. It shows a goal line from that starting point to our goal of 100 in 2014. Every two years a new point will be marked on the chart to show whether we are on track meet our goal.



Year	Goal Line	Assistance Line	School Index Score
2000	88.1		
2002	88.1	79.5	
2004	88.1	79.5	
2006	88.1	79.5	88.6
2008	91.0	79.5	
2010	93.8	79.5	
2012	96.7	79.5	
2014	99.5	79.5	
Standard Error: 0.5			

How to Get More Information: Contact our principal or School Council Members using the school phone numbers, or visit our school office to see the Expanded School Report Card. More testing information and No Child Left Behind data are available at <http://www.education.ky.gov>

How We Are Doing

Kentucky Core Content Tests:

Kentucky’s tests rate student performance as either Novice, Apprentice, Proficient, or Distinguished. These categories translate into a scale of 0-140, with 100 being considered proficient. This chart compares our school’s performance with all the schools in our district and all the schools in Kentucky.

Kentucky uses the Commonwealth Accountability Testing System(CATS) to hold schools accountable for student progress. CATS has three parts: the Kentucky Core Content Tests, readiness tests by grade level, and other measures of the school’s performance,

including attendance, retention and dropout rates. Together these three elements make up a school’s CATS Performance Score for every two-year period. The goal is that by 2014 nearly all students will score proficient or distinguished.

KCCT Test		2007 Reading	2007 Mathematics	2007 Science	2007 Writing	2007 Social Studies	2007 Arts & Humanities	2007 PLVS
		10th	11th	11th	12th	11th	11th	10th
Novice	School	1%	9%	7%	7%	7%	4%	12%
	District	2%	11%	8%	6%	7%	5%	9%
	State	5%	27%	18%	16%	17%	11%	20%
Apprentice	School	22%	23%	39%	46%	30%	13%	23%
	District	19%	25%	36%	44%	30%	14%	20%
	State	35%	34%	41%	58%	39%	20%	30%
Proficient/ Distinguished	School	77%	68%	54%	47%	64%	83%	66%
	District	79%	64%	56%	50%	63%	81%	72%
	State	60%	39%	42%	27%	44%	69%	50%
Academic Index	School	101.2	93.8	85.2	79.5	94.2	106.9	99.7
	District	102.2	91.3	85.1	80.6	93.8	104.9	106.2
	State	89.1	68.2	72.8	65.7	77.8	92.4	82.2

NRT/Readiness Assessment: 10th grade students in Kentucky are being given the PLAN assessment from ACT Inc. This assessment predicts attainment on the ACT assessment and suggests performance in college. These scores are reported as scale scores from 1 to 32.

NRT/Readiness	PLAN		
	School	District	State
Reading	18.3	18.4	16
Mathematics	18.9	19.1	16.3
English	17.8	17.9	15.6
Science	19.3	19.5	17.4
Composite	18.7	18.9	16.4
Name of NRT			

Transition to Adult Life

Other Measures: The third component of CATS is our school’s performance in attendance, retention rate and dropouts. Data in these tables reflect our performance during the 2005-2006 school year.

	Attendance Rate	Retention Rate	Dropout Rate	Graduation Rate
School	95.5%	1.4%	0.2%	NA%
District	96%	1.2%	0.7%	94.3%
State	94.6%	2.9%	2.2%	83.2%

College	Military	Work	Voc/Tech Training	Work & PT School	Not Successful
72.5%	0%	9.9%	3%	13.3%	1.3%
66.8%	1.7%	13.8%	7.1%	9.2%	1.3%
55%	2.4%	27.3%	5.2%	6.2%	3.9%

Our Learning Environment

School Safety: Here is what we are doing to make our school safe for our students.

Visitors are Required to Sign In	All Parents received the District Discipline Code	% Classrooms with Outside Line Phone
Y	Y	100%

Procedures in Place in Our School for Drug and Weapons Detection:

The School Resource Officer works with staff and students through classroom presentations, individualized discussions, and daily interaction to enhance school safety. As a proactive means of preventing drug abuse, dogs trained to detect drugs will occasionally search the buildings and grounds. The district makes available to students, teachers, and parents, a mental health consultant and a campus nurse. These professionals are trained to assist students in drug abuse situations. Video cameras also exist at each entrance to deter unwanted visitors. SOHS has adopted a crisis/safety plan in conjunction with the Oldham County Board of Education that establishes protocol in any safety-related event.

Violation	# of Reported Incidents	# of Students Suspended	# of Students Expelled
1st degree Assault	0	0	0
Drug Violations	5	9	0
Weapons Violations	0	0	0

Student Resources

	Spending per Student	Student/Teacher Ratio	Student per Internet Connected Computer	% of Computers 5 years old or less
Our School	\$4898	21:1	8.8:1	26.1%
District	\$7985	18:1	3.8:1	91.9%
State	\$9602	16:1	3.1:1	79.8%

How We Use Technology to Teach: Our district and school invested in Dell Intelligent Classroom Systems during the ’06-’07 school year. This technology includes: presentation screens; DVD/VCRs, projectors to show online curriculum and media; amplifiers and infrared microphones; GTCO SchoolPads to run the InterWrite software; Turning Point personal response systems; and document cameras to project written materials and demonstrations. PD opportunities dealing with technology are consistently offered throughout the year.

Parental Involvement

	# of Students Whose Parents/Guardian Had at Least One Teacher Conference	# of Parents/Guardians Voting in School Council (SBDM) Elections	# of Parents/Guardians Serving on the School Council (SBDM) or Its Committees	# of Volunteer Hours
Our School	257	61	3	13626

ACT Five Year Trend: The ACT is America’s most widely accepted college entrance exam. It assesses high school students’ general educational development and their ability to complete college-level work. The multiple-choice test covers four skill areas: English, Mathematics, Reading, and Science. All Kentucky juniors are required to take the ACT, beginning in the 2007-2008 school year, because of an action of the 2006 Kentucky Legislature. This chart shows our school’s progress on the ACT over the past five years.

		English	Math	Reading	Science	Composite
2003	School	22.6	22.2	22.9	22.2	22.6
	District	22.2	21.6	22.3	21.8	22.1
	State	19.5	19.3	20.6	20.3	20.1
2004	School	22.4	22.4	22.5	21.9	22.5
	District	21.9	21.7	22.2	21.5	21.9
	State	19.6	19.6	20.7	20.3	20.2
2005	School	22.7	21.9	22.3	21.9	22.3
	District	23	22.2	23.3	22.3	22.8
	State	19.7	19.6	20.7	20.3	20.2
2006	School	22.7	22.1	22	22.1	22.4
	District	22.7	21.9	22.4	22.2	22.4
	State	20	19.8	20.9	20.4	20.4
2007	School	23.2	22.1	22.8	21.7	22.6
	District	23	21.9	23	22	22.6
	State	20	19.9	21	20.5	20.5

Teacher Qualifications

The preparation and experience of our teachers also is important to our success. These numbers do not include administrators, guidance counselors, or library media specialists. Upon request, our district will provide information about the qualifications of your child’s teachers and teachers’ aides.

	School	District	State			
% of Teachers with Emergency or Provisional Certification	2%	0%	2%			
% of Classes Taught by Teachers Who Participated in Content-Focused Professional Development	100%	100%	NA			
% of Core academic Subject Classes NOT taught by Highly Qualified Teachers	5%	5%	2%			
Average Years of Teaching Experience	12.9	10.7	11.6			
% of Classes Taught by Teachers With a Major, Minor, or Equivalent in the Subject Being Taught	100%	99%	NA			
	B.A./ B.S.	M.A./ M.S.	Rank 1	Specialist	Ph.D/Ed.D	Total % of Teachers
Professional Qualifications of all Teachers in the School	12.9%	37.1%	50%	0%	0%	100%